



Northiam CE Primary School and Nursery

Behaviour Policy 2021-22 including Exclusion and the use of Physical Interventions

There is a COVID19 addendum to this policy at the end in Appendix 4

- We are thankful for all we receive
- We can be trusted
- We show courage to make the right choice and to do our best
- We are kind and compassionate to others, putting the needs of another person before your own, and thinking of others before yourself.
- We respect others and accept others for who they are, without judgement.
- We all work in fellowship to encourage, learn, serve, and share our school life together.

***FELLOWSHIP – TRUST – HUMILITY – COMPASSION – COURAGE –
THANKFULNESS***

Introduction

This policy provides a framework for meeting the behavioural needs of pupils in a safe and secure environment, consistent with the vision and values of the school, seeing every pupil as a child of God within God's world. Northiam CE Primary School and Nursery is a highly nurturing and compassionate school, and we encourage all children and adults to follow the teachings and example set by Jesus Christ, and to do unto others as you would have them do unto you. The policy will explain how the school promotes good behaviour and builds self-esteem for pupils. It will define school approaches to behaviour management and the positive handling of any challenging behaviour.

Aims

- Convey compassion for all and promote Christian values in our approach to behaviour and relationships across the school
- Encourage pupils to take responsibility for their own behaviour
- Reward progress and the development of good attitudes
- Provide a happy, safe, caring and secure environment for all
- Minimise the use of fixed term exclusion
- Prevent bullying, including cyberbullying and peer on peer abuse
- Raise achievement
- Be welcoming to parents and carers involving them in the life of the school and the education of their children
- Develop a sense of belonging
- Provide an enriched curriculum which reflects pupil's interests
- Enable pupils to develop a sense of care and responsibility towards the environment
- Foster and develop positive relationships
- Build excellent relationships with outside agencies

School Expectations

At Northiam CE Primary School and Nursery everyone is aware that we need to offer high quality education and care for our pupils. The school's behaviour policy is designed to foster and promote good relationships amongst staff, governors, pupils, parents, carers and the community. It is evidence of how we can live and work together within a supportive and caring environment, as part of God's world.

School expects every member of staff to behave in a considerate and compassionate way which impacts positively on the attitudes and behaviour of pupils. Our approach aims to be consistent, tolerant and just. We specifically teach children to treat others as they would want others to treat them, as Jesus taught us. Great attention is paid to the way pupils are treated, listened to and spoken to. Their feelings and views are of importance and are taken into consideration. We place great emphasis on raising pupils' self-esteem and make this integral to all learning programmes. On occasion we plan specific programmes for pupils in order to address their concerns and problems.

We provide an interesting and stimulating environment, as we believe that this goes far in engaging pupils in learning. Break time and lunch times are viewed as opportunities for further positive interactions as well as for the learning of personal and social skills.

We constantly review our teaching styles in order to embrace the learning styles of pupils. We review our practice frequently as a team and value professional development, which promotes good quality outcomes. Staff are aware that they model for pupils how to behave with their own behaviour and interactions with colleagues. We promote our school as a good model of good practice in behaviour management and in raising standards of achievement in learning.

Values and Qualities

Northiam CE Primary School and Nursery proactively promotes the following values and qualities:

pupil participation - taking responsibility - learning independence - openness and honesty - making sensible choices - being supportive of others - being aware of needs of others - showing good manners and politeness - accepting praise - looking after things properly - saying sorry to someone - learning to make friends and play co-operatively - learning to relax, smile, laugh - learning to take pride in work and play

Emotional Support

In managing behaviour and educational provision school is equally committed to meeting the emotional needs of its pupils and promoting good mental health. Each child is treated as an individual and is to be respected for their contribution to the school community. Staff are committed to building positive relationships with pupils and in providing an emotionally secure environment where pupils are safe. Where teachers feel that additional support is needed for pupils who are experiencing any kind of emotional barrier to learning, they may make a referral to the school's Senco or School Counsellor with parental consent. An individual programme will then be set up between the Senco/ Teacher and child. This is monitored by the Headteacher.

Teachers are alert to and vigilant for signs of issues affecting children's lives either within or outside of school, and the subsequent impact of these on their behaviour, relationships with others and attitudes to learning. These include a full range of factors that may be impacting upon them – e.g. bullying (including cyberbullying), abuse (physical, sexual, emotional, neglect), substance misuse, self-harming, extremist views and so on. If these are suspected or discovered, there are clear lines of communication to the Designated Safeguarding Leads, who will then follow agreed procedures that may involve outside agencies and parents. See Anti-Bullying and Child Protection and Safeguarding Policies.

Staff are committed to working as a team to achieve the best possible provision for our pupils. This approach values the expertise of individuals; acknowledges the need to provide support for colleagues and views accepting help as a professional strength. School offers a broad and rich curriculum which includes ways to promote self-confidence and resilience as well as building self-esteem and helping pupils to manage their stress.

Communication

We maintain close liaison with schools and other agencies and build up good relationships and professional understanding. We link with all relevant agencies in a coherent and collaborative way that achieves good outcomes for pupils and their families. We believe that it is important to promote a positive image for the school through effective communication with the wider community. We work to provide well balanced, high quality resources which assist in the promotion of identity of pupils and include all pupils in the same educational opportunities.

School asks parents and children to enter into a Home School Agreement (see Appendices) which outlines expected behaviours. Parents and carers should inform school staff of changes in circumstances or incidents that will impact on a pupil's behaviour and physical or emotional well-being. Staff actively communicate with parents and carers. This is so that achievements and/or concerns are shared and so that parents and carers are fully aware of the progress their child is making. The school listens to the views of parents and values their contribution.

Rules, Rewards and Consequences (see also Anti-Bullying Policy)

Our rules are simple and can be applied to any situation and to any age of child:

- We are thankful for all we receive
- We can be trusted
- We show courage to make the right choice and to do our best
- We are kind and compassionate to others, putting the needs of another person before your own, and thinking of others before yourself.
- We respect others and accept others for who they are, without judgement.
- We all work in fellowship to encourage, learn, serve, and share our school life together.

All staff have high expectations for pupil achievement and behaviour. Rules and conduct expectations are always made explicit and are clearly communicated to pupils on a lesson by lesson basis. In exceptional circumstances, rules may be flexible if some individual pupils have specific behaviour targets and needs boundaries for acceptable behaviour are established and reinforced. The health and safety of pupils and staff is always paramount.

Reward systems have been established for pupils that promote positive choices, achievement and progress towards targets. Reward systems vary according to the age and individual need of the pupil and their educational provision. This can include:

- verbal praise
- written praise
- Dojo's, stickers, badges, certificates, small prizes, House Points, Class Awards Day
- Head teacher Award
- Values Reward days
- Learning Leaf prizes

Individual classes may have their own additional systems for rewarding good behaviour, but in general, the school operates a merit-based reward system. Rewards for this are based on a 'token system' with children determining their reward afternoon. These 'Reward Afternoons' are held termly, and include all children. See appendices below for further details.

The school is committed to recognising and rewarding the achievements of the school community including the governors, staff, pupils and parents and carers.

When pupils behave unacceptably the consequences could be:

- Discussion/ time out to reflect (nursery)
- removal from the group (in class)
- withdrawal from a particular lesson
- withdrawal of participation in a school trip or sports event that is not an essential part of the curriculum, particularly where pupil safety may be compromised
- withdrawal of break or lunch-time privileges
- completion of work not finished during break time, if this is a result of insufficient effort in class time
- carrying out a useful task in the school
- confiscation
- the involvement of parents and carers and/or Senco
- the use of a behaviour log or report card

At Northiam CE Primary School and Nursery we recognise that complex behaviours are often and indicator of an underlying need and additional support requirements.

When pupils persist in displaying complex behaviours that are unacceptable then the SENCO is involved and referrals may be made to outside agencies. If pupils are found to have made malicious allegations against staff, parents will be informed and an appropriate consequence will ensue.

In rare circumstances an exclusion may be made, and East Sussex protocols are followed.

Where behaviour is persistently unacceptable, the school follows a 5-point sanction escalation for pupils in Y1-Y6 (EYFS have a different set of age-appropriate rules and expectations).

For more serious breaches of behaviour, the Headteacher may issue a fixed term exclusion before going through the steps below. It is our expectation that, only in rare circumstances, will there be escalation beyond point 1:

1. Child goes on report to the Headteacher. The Headteacher holds a meeting with parents, and a behavioural contract is drawn up.

2. If this does not result in improved behaviour, the headteacher repeats the above step with the child and parents, including the SENco/ outside agencies

3. If misbehaviour continues, there will be an internal seclusion for a fixed period (usually one-three days), that starts at 9am – with work set, with a member of staff, and no interaction with other children at playtimes.

4. Fixed term exclusion.

5. Permanent exclusion.

NB No more than two reports to SLT as in point 1 above in an academic year; if persistent unacceptable behaviour, straight to point 2. If misbehaviour takes place in point 3, or refusal, running off etc, school will proceed immediately to point 4.

Exclusion of Pupils

The school follows the LA Exclusions Guidance.

The school may consider making a fixed-term exclusion for the following where these are not serious enough to warrant permanent exclusion and lesser sanctions are considered inappropriate:

- persistent disruptive behaviour
- physical assault against an adult or pupil
- verbal abuse/threatening behaviour against an adult or pupil
- bullying, including cyberbullying
- racist abuse
- sexual misconduct
- damage
- theft

There may be rare occasions when a permanent exclusion needs to be made.

A permanent exclusion would be considered for the following:

- in response to serious breaches of the school's behaviour policy
- if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

As stated in the guidance the decision to exclude is the Headteacher's, or in their absence the senior teacher.

PUPILS' CONDUCT OUTSIDE THE SCHOOL GATES – TEACHERS' POWERS

What the law allows: Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

Teachers may discipline a pupil for:

- any misbehaviour when the child is:
 - taking part in any school-organised or school-related activity or travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

Punishments for any breach of the above will follow the sanctions listed above in the Rules, Rewards and Consequences section, and will be proportionate to the behaviour committed.

Pupils with Challenging Behaviour

A very few pupils in school have challenging behaviour. These cases are managed by the SENCO/ headteacher in conjunction with the class teacher and any appropriate outside agencies.

Positive Behaviour Support

Positive behaviour management reduces, rather than increases, risk. School encourages pupils to take responsibility for improving their own behaviour. Staff work to modify, manage and improve behaviour according to an individual's needs. The safety of staff and other members of the school community is a constant and paramount concern. Staff encourage pupils to participate in the development of their own Positive Handling Plan ('Risk Assessment') and to set, monitor and review their behaviour targets in partnership with staff.

Approaches To Behaviour Management

(Strategies summarised appendix 2)

Positive Handling

A clear and consistent positive handling framework supports pupils who have behavioural, emotional and social difficulties within a safe environment and an ethos of respect, care and safety. Positive handling includes a wide range of supportive strategies for managing challenging behaviour. This includes a small number of responses which may involve the use of force to control or restrain a pupil. These are referred to as Physical Interventions and include "physical restraint". The term "physical restraint" is used when force is used to overcome active resistance. There is a clear legal framework that defines the responsibilities of school staff in a physical intervention.

Restrictive Physical Intervention (see also East Sussex Guidance Appendix 5)

According to Section 550A of the Education Act 1996 the circumstances in which school staff may use reasonable force are to prevent a pupil:

- committing an offence
 - causing personal injury or damaging property
 - engaging in behaviour prejudicial to the maintenance of good order and discipline
- The DfE 'Use of Reasonable Force' 2013 document further states that schools may use reasonable force to:
- remove disruptive children from the classroom where they have refused to follow an instruction to do so
 - prevent a pupil behaving in a way that disrupts a school event or a school trip or a visit
 - prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others

- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts

Staff only use physical restraint as a last resort. The headteacher and SENco complete a risk assessment and choose the safest positive handling technique. Staff may intervene to prevent harm occurring some time in the predicted future. Staff are trained in a variety of techniques with varying levels of intrusiveness and risk. The expectation is that restrictive physical interventions will involve immediate and continued de-escalation until resolved in the best interests of safety and care.

There is no legal definition of reasonable force; the degree of force must be minimal and proportionate to the level of challenging behaviour presented or the consequences it is intended to prevent. Under no circumstances will pain be deliberately inflicted or will pupils be subject to undignified or humiliating treatment. Staff are trained to respond proportionately and to make risk assessments based on the circumstances of the situation.

The expectation is that 95% of the time positive behaviour management will prevent the use of restrictive physical intervention when meeting the needs of pupils with challenging behaviour.

Training

Northiam CE Primary School use fully accredited training providers. The headteacher will consider the appropriateness of training so that staff will be trained and proficient in the full range of positive handling strategies required in supporting pupils and staff according to their job description and duties. The headteacher has records of the training for all staff.

Recording and Reporting Incidents

Following a serious incident a **My Concern** Incident Report form is completed within 24 hours and must include all staff involved. The school also complete the East Sussex physical restraint form, when physical restraint has been used.

Events should be explained fully and concisely with all names written in full; completed Incident Reports will be retained by the Headteacher and cannot be altered. Parents and carers must be informed about an incident the same day.

If there are issues of care, please state in the **My Concern** form which is automatically directed to the DSL. Incident report documents are completed for the protection of staff and pupils, so that incidents can be measured and managed and to identify training needs.

Completed Incident Reports are recorded via **My Concern** in accordance with current guidance. The headteacher will ensure each incident is reviewed and instigate further action as required including agreed procedures for dealing with complaints.

Role of the Headteacher

- The headteacher monitors and secures the implementation and effectiveness of the Behaviour Policy.

The Role of Teachers and Support Staff

- All these staff are responsible to the headteacher and are supported by the headteacher.

- To promote and implement the Behaviour policy

The Role of the Governors

- The governors monitor the implementation of the policy, giving appropriate advice, support and challenge

The Role of Parents

- To support the school's Behaviour Policy and sign and return the Home School Agreement
See also:
 - Anti-Bullying Policy
 - Child Protection and Safeguarding Policy
 - E-Safety Policy • Teaching and Learning Policy
 - SEN Statement and Policy
 - Positive Behaviour Support (including Physical Interventions)

Policy Agreed: September 2021

Review: September 2022

Headteacher signature:

Chair of Governors signature:

Appendices

1. Behaviour Management to reduce RPI
2. Attitudes to Learning Tracker
3. Home-School Agreement
4. COVID19 Addendum
5. East Sussex Guidance on Restive Physical Intervention

Appendix 1

Behaviour Management to reduce Restrictive Physical Interventions

Aim

To establish protocols for working with children who display challenging behaviour.

Why do children become aggressive?

Anxiety	Abuse	Anger	Confusion
Fear	Grief	Depression	Frustration
Humiliation	Jealousy	Pain	Manic Excitement
Isolation	Low self-esteem	Limit testing	Lack of personal space
Environment	Delusion	Pecking order	The system
Inadequacy	Perceived Injustice	Insensitive handling	memories

Together with the above symptoms, a lack of social and communication skills in articulating feelings verbally, reduce a young person's ability to manage events and therefore often result in a lack of self control leading to aggressive outbursts.

A) Facial Expression: Eye contact refused, pupils may become dilated, unblinking eyes, pale or patchy – blushed skin, eye brows raised, chin pushed out
B) Voice: Usually loud or quiet, breathless, through clenched teeth, rapid speech
C) Posture: Standing up, full height, feet spread for balance
D) Clenched fist, pointed fingers, hands at face level, repetitive hand movements
E) Forward movement could signal threat if fast and with aggressive nature.

REMEMBER – THE SIGNS AND SIGNALS THAT YOU GIVE OUT DURING A DEVELOPING CRISIS SITUATION MATTER.

De-escalation techniques:

Verbal advice and support

Reassurance

Calm talking

Diverting

Non-threatening body language

Distraction

Options offered

Humour

Time out offered/directed

Step away

Build bridges

Planned ignoring

If we can anticipate the warning signs and intervene in a supportive way we have a better chance of avoiding a situation of potential violence.

Effective communication

- Calm, confident, slow, quiet reassurance; repeat statements e.g. “I can see you are angry and I’d like to help”. “If you calm down I’ll listen to you”.
- Listen; don’t be judgemental, use silence, restate and reflect to clarify “So what I hear you saying is....”
- Give choices; appropriate behaviour and the result, inappropriate behaviour and consequences.
- Encourage; give guarantees.
- Stay positive/in control (children can be excellent manipulators).
- Take it one step at a time; focus on the behaviour, don’t take it personally or make it personal.
- Use humour that does not hurt or humiliate.
- Avoid; lecturing, threats, arguing, shaming, blaming, preaching, labelling.

Be aware of the signals you give out

Personal space

Body language

Posture

Tone of voice

Off hand remarks

Point finger

Hands on hips

Phrases (e.g. young man)

Ultimatums

Team Work

Be able to call for assistance; better if pupil is known to adult – more likely to know best ways to channel feelings.

Staff be supportive; (not provocative) be discreet often silent and watchful (too many cooks).

Line manager may ask a member of staff to leave a situation, often a change of face helps de-escalation. Child may see one person as an adversary – when gone this can relieve tension, lessen guilt and responsibility.

Surroundings

Be aware of the risks in the environment you are working in.

Consider other pupils; - time out facility, quiet room, or opportunity to remove other pupils.

Be aware of hard fittings, machinery, glass, scissors etc.

Don't get cornered.

Attempt discreet removal of objects that could be used as weapons.

Practical considerations when de-escalation strategies have been exhausted

1. Tell them to stop warn of consequences.
2. Remain calm; be clear and precise in the way you communicate.
3. Get assistance.
4. Isolate the situation.
5. Cooling off.
6. Bring back together, discuss consequences, what the conflict was and how to avoid it. Record incident.

Absconding

• *A pupil has left the building without permission and such action is judged to put them at risk. Procedure to follow*

1. Inform a senior member of staff and administrator.
2. Search the building and grounds
3. Search locality.
4. If not found inform parent/carer, report to the police.
5. Record incident.

• *A pupil tries to leave the building without permission and such action is judged to put them at risk. Procedure to follow*

1. Inform a senior member of staff and administrator.
2. Follow but do not chase.
3. Keep communicating.
4. If contact is lost inform parent/carer and report to police.
5. Record incident.

Physical Intervention

See Appendix 1

Supporting children after an incident

1. Explore what happened from the child's point of view.
2. Share what you saw and explain the actions you took.
3. Connect behaviours to feelings and discuss alternatives.
4. Plan options to avoid similar outcomes.

Supporting staff after an incident

1. Allow time for cooling off then talk about what happened.
2. Review actions taken.
3. Review causes and or issues.
4. Alternative (or the same interventions) to be used next time.

All incidents have an emotional effect on children and staff. The headteacher and staff provide supervision and support around dealing with incidents.

Appendix 2

Northiam CE Primary School - Attitudes to Learning Tracker 2021

Attendance and Punctuality		
Green	Yellow	Red
I am here more than 96% of the time and when ill my parents inform school. I arrive on time every morning, and I am settled and ready to start learning in every lesson	I am here more than 92% of the time and my absences are always authorised (not including family holidays). I am usually on time, if not I apologise and give reasons, I will settle with a reminder.	I am here less than 92% of the time, and not all my absences are authorised. I am often late to class, I delay learning through fussing and disorganisation.
Behaviour		
I follow all school rules without needing reminding at all times and know how this behaviour contributes to school life. I help others and treat everyone in school with friendliness, kindness and respect. I take responsibility for my actions, maintain my friendships and can resolve my own conflicts. I encourage others to do their best at all times.	I mostly follow school rules but sometimes need reminders. I occasionally get distracted. I am generally polite and sensible and honest, try hard and respond to instructions well. I generally do not fuss in lessons, and look after my own, others' and school equipment. I encourage others and am kind.	I need lots of reminders to follow school rules, I try to distract others and get them to join me. I can sometimes be unsafe, loud and disruptive around school. I often fall out with people and struggle to resolve conflicts without an adult intervening. I am sometimes unkind to others.
Uniform		
I am always wearing the correct school uniform and take pride in my appearance. I always have my PE Kit in school. I always have the correct school shoes on.	I sometimes have the correct uniform on. I need to be reminded to bring my PE kit. I need to be reminded to look smart.	I need lots of reminders to wear the correct uniform or look smart at school. I often forget my PE Kits and do not wear the correct school shoes.
Learning		
I approach lessons positively, always try my best, use my initiative to improve my work, contribute to every aspect of the lesson and help others. I respond to feedback (oral and written) from my teacher and use this to improve my work. I work hard to reach my targets, and reach them well.	I am mostly positive and try hard but am sometimes distracted or hold back in lessons, I am willing, but may need reminding, to improve my work or help someone. I sometimes respond to my teacher's feedback (oral and written). I am aware of my targets but do not always try to reach them, so sometimes miss them.	I sometimes complain about tasks or refuse; I am easily distracted and distract others. I work slowly and do not respond to feedback (oral and written) to improve my work. I do not respond to targets or forget them, and usually do not reach them.
Home Learning		
My homework is almost always completed on time and to a high standard for my ability. I take pride in my homework.	My homework is usually on time and is completed to a standard that is generally good, but not always my best	My homework is often late or not handed in. It is rushed, or scruffy, and not my best work.

Northiam CE Primary School

Home School Agreement

Name of child: _____

School Aims and Ethos

We believe that the fulfilment of a child's potential can only be achieved by the school and family working together. At Northiam CE Primary School and Nursery we provide an inclusive education, celebrating the diversity of our pupils and preparing them for lifelong learning and achievement. The school provides a high quality learning environment that gives pupils the opportunities to:

- realise and achieve their full potential
- develop enquiring minds and a spirit of curiosity
- have high self-esteem and respect themselves, others and God's world
- extend themselves in body, mind and spirit

Together we will:

Work in partnership, treating one another with mutual respect and recognising the value of each other's contribution to learning and the life of the school.

Our school and nursery will:

- Provide a secure, happy and stimulating learning environment where the Christian faith leads our way.
- Provide a broad and balanced curriculum which challenges and supports your child to reach their potential and fulfils the requirements of the EYFS framework and National Curriculum.
- Care for your child's safety and well-being by observation and listening to them.
- Encourage your child to show friendship and respect for others and to abide by the school behaviour policy, ensuring a safe, caring environment for all.
- Regularly meet with you to communicate the progress of your child, celebrating their strengths and explaining how we can support them in their areas for development.
- Set regular and appropriate homework for your child. Clear information will be provided so that you will be able to help your child if required.
- Provide information to you about our school, including relevant policies, meetings, workshops, activities, newsletters and open days.
- Have an 'open door' policy, making you feel welcome whenever you visit the school, and responding to your questions or concerns as quickly as possible with professionalism politeness and respect.
- Allow children safe and secure use of the Internet through a combination of site filtering, supervision and by fostering a responsible attitude in all pupils, in partnership with parents.

Headteacher's signature:



Our family will:

- Having chosen Northiam CE Primary School and Nursery for our child/ren, accept the school's aims and Christian values, positively supporting the school.
- Ensure that our child attends school punctually every day and notify the school immediately in the event of absence.
- Support the school's policies (available on the school website or from the school office on request).
- Attend parent/teacher meetings to discuss our child's progress.
 - Support our child with homework that is set, including reading, ensuring that homework is handed in on time. A child who hasn't completed their homework is often an unhappy, worried one!
- Name all clothes and other personal belongings.
- Ensure our child wears school uniform (including no tramline hairstyles and no jewellery at all apart from plain stud earrings), and ensure our child has their P.E. kit in school every day.
 - Regularly check our child's bag so that we can read all information sent home.
- Keep the school informed of how to contact us in case of emergency.
 - Inform the school of any concerns or problems that may affect our child's learning, behaviour or happiness at school.
 - Seek to resolve any issues that concern us in a polite and respectful way with the school.
- Support school in the teaching of safe and secure Internet use at home.

Parent/carer's signature: _____

I will:

- Follow instructions from all adults straight away.
- Do all classwork and homework as well as I can, asking questions when I don't understand.
 - Be respectful towards others at all times and behave in a safe and responsible way.
 - Look after my own and school's property.
- Be ready to learn at the start of every lesson.
- Be honest, kind, helpful and forgiving.
 - Make sure I take school letters home.
- Always do my best, not distract others and work hard in class so that I complete any work set.
 - Use the Internet safely at home and in school as I have been taught in class.

Child's signature: _____

Appendix 4

School Behaviour Policy Addendum Behavioural Management During the Coronavirus (COVID-19) Pandemic

Statement of intent

The school aims to act in accordance with our Behaviour Policy (available on the school website) at all times; however, we understand the necessity for additional rules and considerations during the coronavirus (COVID-19) pandemic. This addendum sets out what additional actions the school will take during this time.

The information in this addendum is under constant review and kept updated to reflect any changes to national or local guidance.

Enforcing new rules

The school ensures that infection control and social distancing rules are communicated effectively to all pupils.

Staff are informed about the measures in place so they can enforce these rules at all times.

The school informs parents of any changes to provision outlined in this policy.

The school expects pupils to uphold these rules at all times, including on school transport, where practicable.

Staff are informed of sanctions and rewards in place to aid enforcement of these rules in line with this policy.

Where required, staff explicitly teaches and supervise health and hygiene arrangements, e.g. hand washing, tissue disposal and toilet flushing.

The school recognises that pupils may be supervised or taught by members of staff they have had no prior contact with; however, pupils are expected to treat all members of staff with respect and work together to maintain a safe environment.

The school expects pupils in wrap-around care, e.g. breakfast clubs, to adhere to the school's social distancing and infection control rules.

Attendance

Attendance is mandatory for all pupils from September 2021.

The attendance register is taken as usual, in line with the school's Attendance Policy.

Pupils should not attend school if they are following public health or clinical advice to stay at home, and pupils and their parents are not be penalised for these absences.

If a pupil needs to stay at home due to following public health or clinical advice, the reason for their absence is reviewed on a weekly basis by the headteacher.

If a pupil cannot attend school for any reason, their parent must get in touch with the school office. If the school is not contacted regarding an absence, the pupil's parent will be contacted on the first day of the absence.

Attendance is monitored, and specific interventions put in place to reengage non-attending pupils.

Hygiene and infection control

The school's Coronavirus (COVID-19): Risk Assessment for Full Opening in September is conducted prior to full opening in September in order to enforce adequate and practical measures to protect the health and safety of both staff and pupils.

The school understands that younger children and those with complex needs may not understand why the infection control measures need to be in place and may struggle to follow them. These pupils are supported to adhere to the measures and their needs are taken into account with regards to discipline and giving rewards.

Pupils remain within their assigned 'Learning pods/ Classes' and avoid mixing with others as much as possible – staff reinforce this behaviour through teaching, rewards and supervision.

Pupils are expected to wash their hands for at least 20 seconds with soap and water, and/or alcohol-based hand sanitiser:

- Upon arrival at school.
- Before and after consuming food.
- After using the toilet.
- After coughing or sneezing.
- When they return from breaks.
- When they change rooms.

Younger pupils and those with complex needs are helped to clean their hands properly and are supervised when using hand sanitiser.

Pupils are expected to maintain good hand and respiratory hygiene at all times while in school, to the best of their ability.

Pupils are expected to dispose of tissues using the litter bins provided. Pupils are expected to use infection control provisions responsibly, e.g. using hand sanitiser as directed.

Pupils are discouraged from sharing equipment or toys which pose a higher risk of infection, e.g. play dough.

The school prohibits pupils from spitting, biting, purposefully coughing in another person's vicinity, or other behaviours that increase the risk of spreading infection.

The school understands that some pupils with complex needs will struggle to maintain good respiratory hygiene, e.g. those who spit uncontrollably or use saliva as a sensory stimulant. Individual risk assessments are conducted for these pupils to ensure their safety and the safety of the staff who work with them.

Pupils whose behaviour is purposefully contrary to the infection control measures in place will be disciplined in line with the behaviour policy.

Pupils who are deemed unable to fully adhere to infection control rules, e.g. some pupils with SEND or younger children, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.

Members of staff encourage pupils who are deemed unable to fully adhere to infection control rules to practice good infection control behaviours to the best of their ability, through teaching, praise and supervision.

Pupils are not expected to wear face coverings on the premises but to support their mental health and wellbeing, they may bring one in to wear

Pupils who do wear a face covering must:

- Not touch the front of their face covering during use or when removing them.
- Wash their hands immediately on arrival to school.
- For reusable face coverings, store them in a plastic bag.
- Wash their hands after removing the face covering

Social distancing

General Pupils adhere to the social distancing measures put in place by the school, which will be fully explained to them on their return to school in September.

Pupils form orderly queues, e.g. when waiting to use the toilets, using the one metre safe space rule and they are respectful and patient towards their peers.

Pupils are expected to:

- Refrain from close contact with people who display symptoms of coronavirus
- Remain at least one metre + apart from other people, where practicable.
- Remain within their assigned Learning pods/ Classes.

Where it is not practicable for pupils to remain two metres apart from others, they are expected to maintain as much distance between themselves and others as possible and to ensure their time in close proximity to others is limited.

Pupils are placed into Learning pods/ Classes and they are not permitted to mix with other pupils outside this Learning pod/ Class.

Pupils whose behaviour is purposefully contrary to the school's social distancing measures are disciplined in line with the behaviour policy.

Pupils who are deemed unable to fully adhere to social distancing measures, e.g. some pupils with SEND or younger pupils, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.

Members of staff encourage pupils who are deemed unable to fully adhere to social distancing measures to keep away from others, to the best of their ability, through teaching, praise and supervision.

In the dining area

The school expects pupils to respect the health and safety of catering and Lunchtime supervisor/ catering and to follow all infection control and social distancing rules put in place while collecting and eating food. Staff will wear Facial Visors and/ or masks when serving children.

Pupils are allocated specific times and areas for their lunch to help adhere to social distancing rules. Pupils do not enter the dining area unless expressly told to do so by a member of staff.

During sports and exercise activities

The school expects pupils to follow all social distancing and infection control measures during sports and exercise activities, both indoors and outdoors.

Pupils are expected to remain at least two metres apart, or as far as is practicable, from others when using changing.

The school does not permit close-contact sports, play or activities at this time.

Pupils who purposefully take part in close-contact sports, play and activities, or whose behaviour purposefully poses a greater risk of infection, are disciplined in line with the behaviour policy.

Pupils who are deemed unable to adequately follow social distancing or infection control measures during sports, activities and play are not disciplined – correct behaviour is reinforced by a member of staff.

Moving around the school

The school expects all pupils to move around the school following the school's arrangements.

The school prohibits pupils from lingering in walkways, including stairs, and other communal areas without good cause.

Pupils are expected to move directly from one destination to the next at the times allotted to them and in their assigned groups, e.g. moving to the toilet, dining hall or playground.

Pupils may leave the classroom to use the toilets or other sanitary facilities one at a time, with permission from a member of staff.

Pupils who purposefully and continuously linger in walkways and communal areas without good cause are disciplined in line with the behaviour policy.

III health and infection

The school expects pupils to report to a member of staff as soon as possible if they are feeling unwell and showing symptoms of coronavirus, or believe a peer is showing symptoms of coronavirus.

Any bullying or harassment towards pupils who have had, currently have, or are suspected to have coronavirus is not tolerated – this behaviour is addressed in line with the behaviour policy and the Anti-Bullying Policy.

The school will place a child in the First Aid room if they show symptoms of coronavirus whilst they wait for their parent or primary carer to collect them.

Pupils who have been advised to self-isolate at school while waiting to go home are expected to follow all infection control and social distancing rules in place and must not leave the area used to isolate them until their parents or primary carer picks them up.

The school premises

Pupils are prohibited from entering areas of the school that have been closed for cleaning, social distancing, or infection control purposes.

Pupils who purposefully access prohibited areas of the school without permission are disciplined in line with the behaviour policy – pupils who are deemed unable to fully adhere to these restrictions are not disciplined and the correct behaviour is reinforced instead.

Breaktime and lunchtime arrangements

The school expects pupils to adhere to social distancing and infection control measures, to the best of their ability, during lunchtimes and breaktimes.

Pupils are expected take their breaks and lunchtimes at phased times, within their permitted Learning Pod/ Class and only in designated areas.

School uniform

The school expects all pupils to wear uniform while in school, in line with the School Uniform Policy. Parents do not need to clean their child's uniform any more often than usual.

Reasonable adjustments are made where pupils cannot, for good reason, wear the correct school uniform, e.g. the pupil has outgrown an item of uniform and their parent is currently unable to replace it.

Managing the behaviour of remote learners

While all pupils will return to school in September, there may still be times when pupils need to learn remotely, e.g. due to a local lockdown or when the pupil is following health advice to stay at home.

Pupils who are learning remotely off-site are expected to adhere to this policy and the Pupil Remote Learning Policy, where applicable.

The school expects pupils who are learning remotely to uphold good behaviour at all times and to:

- Complete the work that has been set and return it on time, to the best of their ability.
- Keep all communication polite and appropriate, and in line with the school's remote learning arrangements.
- Not misuse or mistreat the resources or technology utilised for the delivery of remote learning.
- Report any issues, including harassment or bullying from their peers, to their teacher.

The school recognises that some sanctions are unable to be given to pupils learning remotely and that adjustments to the actions outlined in section 13 of this policy may be in place. Where discipline must be deferred until the pupil returns to school, the headteacher informs the pupil's parent via letter and the pupil will be disciplined when it is safe to do so.

Support for pupils

The school understands that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education in some pupils, resulting in increased incidences of poor behaviour. Relevant staff work with pupils who are struggling to reengage with school and who are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.

The school understands that some pupils will return to school in September having been exposed to a range of adversity and trauma, which may lead to an increase in social, emotional and mental health (SEMH) concerns.

Appropriate support for pupils with SEMH issues is arranged, including arranging access to services such as educational psychologists, social workers and counsellors. The SENCO works

with local services to ensure services and support are in place for pupils with SEND to allow them a smooth return to school.

The parents of pupils who require support to reengage with school are contacted before the beginning of the academic year to set expectations, discuss concerns and build confidence in their child returning to school.

Where a pupil requires additional support, relevant staff consider what support or reasonable adjustments are needed and develop a plan to deliver this support.

EHC plans, pastoral support plans or multi-agency plans for relevant pupils are kept up-to-date.

Pastoral staff and the DSL and their deputies undertake the appropriate training to ensure they are able to spot signs of distress and poor mental health.

Rewards and discipline

Rewards and discipline are given in line with the behaviour policy, where practicable – discipline that cannot be given with immediate effect to remote learners is carried out in line with section 10 of this appendix.

Staff ensure that any rewards given adhere to the school's infection control and social distancing measures.

The school understands that pupils may have had different experiences during the coronavirus pandemic and that this may affect how pupils re-adapt to a school environment and its routines.

Where the school recognises that a pupil's challenging behaviour may be linked to their experiences during the coronavirus pandemic, e.g. bereavement, it acts in line with relevant policies and ensures adequate wellbeing support is offered.

Exclusions

All poor behaviour is addressed in line with the behaviour policy and discipline remains rational, reasonable, fair and proportionate. Persistent poor behaviour, including the persistent, purposeful refusal to follow the school's social distancing and infection control rules, may result in the pupil being excluded from school in the interests of the health and safety of the pupil and others.

The headteacher retains the power to exclude pupils on disciplinary grounds – all exclusions and their arrangements are carried out in line with the Exclusions Policy, where practicable. Permanent exclusion is only be used as a last resort. Where a pupil with a social worker is at risk of exclusion, their social worker is informed and involved in relevant conversations. The headteacher liaises with the LA and the parents of a permanently excluded pupil to arrange alternative provision to minimise any breaks in education. The timeframes set out in the Exclusions Policy remain in force, where practicable. This applies to all exclusions, including those that were issued before 23 March 2020. Where a deadline cannot be met, meetings and panel hearings may take place even if the relevant deadline has been missed – where necessary, the Local Governing Body decides whether any meetings should be delayed.

The Local Governing Body takes reasonable steps to ensure that meetings are arranged for a time when all parties are able to attend or attend virtually.

Close contact behavioural management

Behavioural management which requires the use of reasonable force or restraint as a last resort is carried out in line with the Positive Handling Policy.

The school recognises that social distancing and infection control measures cannot be adhered to using reasonable force or exercising restraint on a pupil to control their behaviour to prevent them posing a significant risk to themselves or others. A parent may be called to calm a child who is struggling to control their behaviours.

Once a pupil no longer needs to be restrained for the safety of others or themselves, staff continue to adhere to the social distancing and infection control measures put in place.

If a member of staff develops coronavirus symptoms after using restraint or reasonable force, they are sent home immediately and advised to test for coronavirus.

Monitoring and review

Regular feedback is provided to staff, pupils and parents on how well they are executing these behaviour expectations and procedures.

Parents, staff and pupils are asked for feedback on the behaviour expectations on a regular basis, and changes will be made where necessary.

This appendix is reviewed in reaction to any new government advice by the headteacher.

Once the school resumes regular activity, and if deemed appropriate sections within this addendum will expire.



Inclusive Innovative Solution Focussed Act with Integrity Collaborative

East Sussex County Council Restrictive Physical Intervention/ Use of Reasonable Force Guidance

For settings, schools and colleges



Updated: May 2021

Due for review: May 2022

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Introduction

East Sussex County Council believes that all children and young people should feel safe, secure and be in an environment free from abuse, bullying and violence. Boundaries and behavioural expectations in schools, settings and colleges should be clear and provide opportunities for children to maximise their potential. The majority of pupils do not behave in an aggressive or unpredictable way; they attend their school, setting or college in an environment which is conducive to learning.

Decisions about the education, wellbeing and safeguarding of a pupil should take into account their views, personal context and any reasonable adjustments they may need to overcome barriers to learning. This is particularly important in relation to responding to and supporting difficult or dangerous behaviour. Behaviour is communication and in order to improve pupil behaviour and wellbeing and reduce incidents of restrictive physical intervention, the focus must always be on understanding and responding to the underlying needs that are leading to the behaviours displayed.

East Sussex County Council is committed to supporting settings, schools and colleges to reduce their need for restrictive physical intervention and restraint. It is important for schools, settings and colleges to maintain a caring, welcoming ethos which establishes a safe, secure and stable environment to enable pupils to grow, develop and learn. Accordingly schools, settings and colleges must take reasonable steps, through their

This document draws extensively on the DfE national guidance [Use of Reasonable Force, July 2013](#); schools, settings and colleges should ensure their staff are familiar with these documents. Behaviour support originates from Quality First Teaching, building positive relationships with pupils and being responsive to a pupil's social emotional and mental health needs.

Advice and guidance on identifying additional and effective interventions to meet those needs and effectively accessed through the [ISEND Front Door](#).

For pupils who present difficult or dangerous behaviours, redirection, diffusion, prevention and avoidance are the first tools in managing violence and will tend to make control and restraint unnecessary in many situations. However, there may be occasions when the use of force or restrictive physical intervention is appropriate and necessary. For this reason there is a duty on all schools in England to have a policy to reflect this practice. This policy is best placed within the school's discipline or behaviour policy.

This document is intended to provide clarification on the use of force (restrictive physical intervention) to help staff feel more confident in the expectations and to make clear the responsibilities of headteachers and governing bodies.

Good practice in schools, settings and colleges should involve pupils in examining and discussing the implications of behaviour that would require staff intervention. Staff should have the opportunity to examine issues of discipline, care and control and effective methods of dealing with difficulties should be shared with all staff who work with the pupil.

This guidance acknowledges that situations will arise for staff in schools, settings and

colleges in which the use of force may be required in dealing with conflict when other measures have failed or staff are faced with a one-off incident that did not have a planned risk assessment. In these situations, parental consent is not required for the use of reasonable force.

What is Reasonable Force?

Reasonable force can cover a wide range of actions that involve a degree of physical contact with the pupil. Whether the force used is reasonable will always depend on the circumstances of individual cases.

Deciding on whether the use of force is justified will depend in part upon the context in which the behaviour takes place. The test is whether the force used is proportionate to the consequences it is intended to prevent.

The degree of force used should be the minimum needed to achieve the desired result. Use of force could not be justified to prevent trivial antisocial behaviour.

Any response must be reasonable, proportionate and use the minimum

Underpinning Principles

The safety of pupils and staff is the prime underpinning aim of the use of force/restrictive physical intervention.

It is **essential** that the physical management of pupils:

- should, wherever possible, be avoided
- is seen as a rare occurrence and as a last resort
- seeks to ensure the safety of the pupil, other pupils and staff
- is part of a whole school behaviour policy
- **must** be used in ways that maintain the safety and dignity of all concerned

Schools, settings and colleges should monitor and continually review their use of restrictive physical intervention to ensure

When considering the use of restrictive physical intervention (RPI):

Assess the risk of the situation:

- What is the current level of risk to the pupil and/or others?
- Is the use of RPI justifiable when considering the level of risk?
- What would happen if you did not take

Planned and Unplanned Restrictive Physical Intervention

Restrictive physical intervention should only be used when a situation warrants immediate action¹.

In a school, setting or college, force is used for two main purposes – to **control** pupils or to **restrain** them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more **extreme circumstances**, for example when two pupils are fighting and refuse to separate without physical intervention.

All members of school staff have a duty of care to prevent serious harm. Where there is a high or immediate risk of death or serious injury, any member of staff is justified in taking any necessary action (consistent with the principle of using minimum force). Such situations could include preventing a pupil from running off a pavement and into a busy road, or preventing a pupil from striking another pupil or adult with a dangerous object.

School, setting and college staff may use restrictive physical intervention for:

- removal of a disruptive pupil from a classroom

harming others

- prevention of a pupil leaving if leaving would risk their safety.

This is not an exhaustive list.

¹A protocol for Local Children's Services Authorities on Restrictive Physical Interventions in Schools, Residential and other Care

"The use of Restrictive Physical Intervention should:

- be in the best interests of the child or young person,
- be reasonable and proportionate to the circumstances,
- use the minimum force necessary for the minimum time necessary,
- be based on a comprehensive risk assessment,
- have regard for other young people and adults present, and
- respect the safety and dignity of all concerned.

Schools and children's homes should seek to reduce the need for Restrictive Physical Interventions as far as is practicable. Several steps have been identified to achieve this:

- maintain a positive culture
- promote ethical practice
- maintain a child-centred approach

- understand high-risk behaviour or violent behaviour
- promote an awareness in staff of their own reactions to aggressive or violent behaviour and the effect of their mood on others
- promote self control in children and young people
- use authority appropriately
- maintain a policy to manage behaviour positively
- promote positive relationships²

The decision on whether or not to physically intervene is down to the **professional judgement of the staff member** concerned and should always be **dependent on the individual circumstances and wider context of the pupil's needs, as well as the school policy.**

²A protocol for Local Children's Services Authorities on Restrictive Physical Interventions in Schools, Residential and other Care Settings for Children and Young People, 2009, page 5

Occasionally, it may be in the best interests of a pupil to use **planned restrictive physical intervention** as part of their overall behaviour support. This should be an agreed strategy as a result of a risk assessment that has been discussed previously with the pupil, their parent/carer and key members of staff. The main focus of the wider behaviour support programme should be to identify underlying reasons for the behaviour and to devise effective strategies to reduce the need for restrictive physical intervention.

Recording planned restrictive physical intervention:

On those rare occasions where a pupil requires planned restrictive physical intervention, there should be a person-centred written risk assessment in place that includes an understanding of the causes and triggers of the behaviours, effective preventative strategies and planned responses to levels of risk. The plan should be reviewed and updated as the pupil's needs and behaviours change.

When can reasonable force be used?

In most circumstances restrictive physical intervention will be used reactively in response to an unforeseen event; **it is very rare for a pupil to require planned restrictive physical intervention** as part of their behaviour support programme.

Unplanned interventions require staff to exercise professional judgement in response to an incident where there is a concern about the safety of the pupil or other pupils/staff. In that moment the member of staff should undertake a dynamic risk assessment, including their judgement about the capacity of the pupil to make a safe choice. Unless the situation is urgent, staff should seek assistance from appropriately trained staff. If such assistance is not available, any response must be reasonable, proportionate and use the minimum force necessary in order to prevent injury and maintain safety.

Dependent on the wider context of the pupil and the policies of the school, setting or college, this information may be recorded within a Behaviour Support Plan, a Restrictive Physical Intervention Plan, an Additional Needs Plan, a Care Plan or an Education Health and Care Plan.

There is no standard format for recording this information; the quality of the information and the fact that it is co-produced with the pupil, their parent/carer and key staff is most important. The Local Authority recommends using the recording format that is provided by the training provider chosen by the school, setting or college (see section 'policy and training', page 7).

All incidents of restrictive physical intervention, whether planned or unplanned, should be recorded as quickly as possible and reported to the designated senior member of staff within 24 hours. The type of information that

out within the behaviour policy the circumstances in which force might be used, for example it could say that staff will physically separate pupils who are fighting and do not respond to verbal intervention.

The behaviour policy must be made known to staff, parent/carers and pupils. It is essential that everyone is clear on what actions can and cannot be taken including the awareness that staff may be called upon to justify their actions or lack of actions at a later stage.

“Schools should **not** have a ‘no contact’ policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm”.⁴

When establishing and communicating their policy on supporting behaviour (including restrictive physical intervention) schools, settings and colleges MUST acknowledge their legal duty to make reasonable adjustments for children with special educational needs and disabilities (SEND)³. The policy should cross-reference other relevant policies such as Child Protection, Inclusion and Health and Safety.

Policy and training

³ The Equality Act 2010

Behaviour is a means of communication and all behaviour has a purpose. Difficult or dangerous behaviour may signal a need for support. Behaviour policies and practice should recognise this and support pupils to develop alternative ways of expressing themselves that achieve the same purpose but in more appropriate ways. Sanctions alone will not change behaviours; improved outcomes will be seen if behaviour policies, strategies and practices promote a therapeutic approach, positive culture, prosocial behaviour and include personalised support for pupils with additional needs.

There is no requirement to have a separate policy on restrictive physical intervention or the use of force. It is good practice to set

As well as deciding the policy and approach for supporting behaviour, schools, settings and colleges need to take their own decisions about staff training to deliver those policies effectively and safely. The head teacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and meet the needs of pupils.

The Local Authority **strongly recommends** that school, setting and college staff are trained by a BILD (British Institute of Learning Disabilities) or ICM (The Institute of Conflict Management) accredited training provider, before carrying out restraint to ensure both the pupil and adult are safe. The de-escalation strategies included in

restrictive physical intervention training programmes give staff the skills to prevent the need for restraint; the training on appropriate physical interventions give staff the confidence to carry out restraint effectively and safely on those rare occasions it may be required.

- Understand the different ways to calm each young person down
- Keep talking calmly, in a calm voice, and try to communicate well

Support for inclusion can be accessed through the [ISEND Front Door](#). The ISEND Education Support Behaviour and Attendance Service (ESBAS) can also be contacted directly for advice on understanding and supporting difficult or dangerous behaviour, including preventing the need for restrictive physical intervention: 01273 481967 esbas@eastsussex.gov.uk.

[ESBAS CZONE Page](#)

ISEND services do not carry out or advise on restrictive physical intervention practice or techniques; schools, settings and colleges should source training directly from approved providers:

Complaints

There should also be a system in place to deal with complaints received regarding the use of force.

When a complaint is made, the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she acted reasonably. All complaints about the use of force should be thoroughly, speedily and appropriately investigated.

Schools should refer to the 'Keeping Children Safe in Education' DfE Guidance where an allegation of using excessive force is made against a teacher.

Should the Local Authority receive a complaint about excessive force or

en and young people

In 2012 Ofsted obtained the views of children and young people in care regarding restraint, for a report by the Children's Rights Director for England. The report makes interesting reading, for example one group of children and young people explained how they thought staff often created situations which got out of control and ended up needing the use of restraint.

Many of their suggestions on how staff can calm a child before needing to use restraint are relevant to schools, settings and colleges when creating and communicating their behaviour support approach. For example:

- Staff should not scream at children

- Persuade them to calm down
- Reward good behaviour
- Try to solve whatever problems are leading to the need for restraint
- Disengage from the situation so that it does not escalate
- Help children to express their feelings in different ways
- Use activities to help people calm down
- Let the child walk away from the situation.

“Give children time”

inappropriately, the complaint may be investigated by the Standards and Learning Effectiveness Service (SLES) Schools' Safeguarding Team and/or the Local Authority Designated Officer (LADO) as appropriate.

The school, setting or college will be expected to provide evidence of staff training from a BILD or ICM accredited provider and recording and monitoring in line with the DfE Use of Reasonable Force Guidance July 2013 and the advice given by the BILD or ICM accredited training provider chosen by the school, setting or college.



Further information

- [DfE Use of Reasonable Force Guidance July 2013](#)
- [Reducing the need for restraint and restrictive intervention, DfE \(2019\)](#)
- [Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders \(2002\)](#)
- [Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties \(2003\)](#)
- [Searching, screening and confiscation – advice for headteachers, staff and governing bodies](#)
- [Keeping Children Safe in Education](#)
- [Behaviour and Discipline in Schools: Advice for headteachers and school staff \(2016\)](#)
- [BILD Website](#)
- [ICM Website](#)
- [Children's views on restraint, Ofsted, 2012](#)